

COMMUNITY RADIO SHOW

former offenders or as addicted to something? Those biases affect our expectations of students. Instead, ABCD allows us to look at a larger vision of what's possible.

TODD: Considering this can be uncomfortable for educators, what tool, or actionable steps, can you share with us that someone can apply readily to his or her educational setting that I can Email out after the show?

DAN: Considering this is something that has to be introduced to peer educators & students, and that there are multiple methods:

(1) Introduce your next meeting with a Personal Assets inventory. What do people do well with their Heads, Hands, Hearts, & Human connections?

(2) Interview two of your colleagues and students using the gift survey that I'm sure Todd can Email to you after this show. Have your students interview you and each other as well. What are people's gifts, skills, & dreams?

(3) Invite a similar organization from your community to your office to present their work during a luncheon. What can your organization learn from its peers? Hypothetically, what collaborations can the two organizations create?

(4) Investigate a part of your neighborhood that you usually do not pay attention to or normally would not visit. Walk with your colleagues through this area. Pretend that you have an event to hold and that you have to hold it in this area. What space would you use? Who would you connect with to use the space? What service in that area would cater the event?

(5) Initiate conversations with your colleagues about how decisions are made when implementing a program for recipients of your service. What can your organization do to increase the amount of participation that your recipients of service have in planning an initiative?

(6) List with your students (& post in room) what it means to have a safe space in your classroom—living in respectful harmony with others

(7) Discuss with your students what service is. What does it mean to serve your own school and the outlying community?

(8) Expect students to have some sort of democratic voice—don't think on it as a special case.

(9) Transition some of your education work from being a teacher to being a coach. Instead of always giving information or telling the student the answer, what questions can you ask back to the student to get him or her to find the answers. In other words, put the ownership back on the student for learning.

TODD: Dan, can you share a story about witnessing a classroom transforming with what we are talking about today?

DAN: (shares story about Service Learning / woodshop class – Sacred Benches) (Katie shares AIDS Awareness in Africa example—The instructor came up to me and asked me to teach one day—put together the plan with my instructor—90 minute course.)

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TODD: Thank you Dan & Katie – we are going to open up to questions now from the audience. To maximize our time, remember that when you're asking Dan (or one of the students) a question, please limit yourself to questions regarding today's topic instead of sharing best practices or stories from your work.

This text serves as a reference for the Community Radio Show but it does not serve as a transcript of the recording.